

1 INTRODUCTION

This policy provides a framework to guide school staff and strengthen decision-making as they ensure that all pupils attend school regularly.

This policy is based on

- School attendance - Guidance for maintained schools, academies, independent schools and local authorities, DfE September 2018
- Children missing education Statutory guidance for local authorities September 2016
- The Education Act 1996 - sections 434(1)(3)(4)&(6) and 458(4)&(5)
- The Education (Pupil Registration) (England) Regulations 2006
- The Education (Pupil Registration) (England) (Amendment) Regulations 2010
- The Education (Pupil Registration) (England) (Amendment) Regulations 2011
- The Education (Pupil Registration) (England) (Amendment) Regulations 2013
- The Great Academies Education Trust (GAET) Vision and Values.

2 PURPOSE AND OBJECTIVES

Purpose

This policy aims to ensure that excellent school attendance is a major contributor in enabling children and young people to achieve their potential. It ensures that the monitoring of school attendance is a key trigger for ensuring pupils are safeguarded.

Objectives

The objectives of this policy are to

- promote and reward good and improved attendance;
- reduce non-essential absence;
- reduce the number of persistent absentees and the number of pupils at risk of becoming persistent absentees;
- ensure every pupil has access to full-time education to which they are entitled;
- act early to address patterns of absence;
- promote punctuality to school and lessons;
- support parents with promoting good attendance.

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3 GUIDING PRINCIPLES

This policy is guided by legislative duties, national guidance and the GAET Vision and Values

Key legislative duties and national guidance

- School attendance – Guidance for maintained schools, academies, independent schools and local authorities, DfE September 2018. This guidance helps schools maintain high levels of school attendance and plan school hours, term and holiday dates. It provides information about interventions to address pupils’ poor attendance and behaviour at school.
- Children missing education Statutory guidance for local authorities September 2016. This guidance helps local authorities comply with their legal responsibilities to: identify children missing education and get these children back into education and defines schools’ roles in these.
- The Education Act 1996 - sections 434(1)(3)(4)&(6) and 458(4)&(5) which describe how pupils must be registered
- The Education (Pupil Registration) (England) Regulations 2006 which strengthen the requirements regarding children missing education
- The Education (Pupil Registration) (England) (Amendment) Regulations 2010 which covers the eventuality of a local or national emergency resulting in widespread disruption to travel, preventing pupils from attending school
- The Education (Pupil Registration) (England) (Amendment) Regulations 2011 which made a minor change to wording about deletion of pupils from a school’s admission register
- The Education (Pupil Registration) (England) (Amendment) Regulations 2013 which explain detail of requirements regarding granting of leave of absence.

GAET Vision and Values

Vision

“Great Academies Education Trust will be a truly outstanding, outward facing multi-academy trust supporting its academies, from their starting points, to become outstanding.

All pupils will make exceptional academic progress in all subjects and regardless of age or stage will be work and college ready.”

Our academies will be places where pupils are valued as individuals, where they will have opportunities to achieve highly, lead strongly and develop into confident, responsible and successful young adults.”

Pupils’ attendance underpins learning. The better our pupils’ attendance, the more likely they are to make exceptional progress. We value all our pupils and do all we

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can to help them to attend well by working with families to minimise the effect of barriers to good attendance.

Values

“All individuals will embody our values

Genuine - mutually trusting, open, honest and reflective.

Respect(ful) to all.

Excellent at what they do, striving for excellence and intolerant of mediocrity.

Achievement focussed-understanding that academic excellence is the goal and high aspirations key to each child achieving their academic potential .

Together-believing that we can make the biggest difference when we work as a strong team.”

All academy staff are genuine in their interactions with pupils and their families. Conversations with families are respectful, even when there are significant barriers to good attendance. Our strategies for promoting good attendance and improving it when it is less than good are excellent, and the support we provide enables our pupils to achieve their academic potential. We work together with families, the local authority and other stakeholders to improve the attendance of all our pupils, especially the most vulnerable.

4 EQUALITY

The Great Academies Education Trust ensures that all pupils are enabled to attend as well as is possible through recognising and addressing barriers to good attendance. We recognise the protected characteristics under the Equality Act 2010. We do not discriminate against anyone on the grounds of their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation. This is line with the Equality Act 2010 and covers both direct and indirect discrimination.

5 IMPLEMENTATION GUIDANCE

4.1 Developing an attendance culture

GAET recognises that attendance is everyone’s responsibility, staff, parents and students. All GAET schools have in place a culture which promotes good attendance. This includes a stimulating environment, a broad and balanced curriculum which engages and motivates pupils and an expectation that all pupils and staff will attend school every possible day. The link between attendance and achievement is actively promoted, and each academy has in place a system of rewards for good and improved attendance. Whenever possible, the academies provide appropriate work for absent pupils, and arrange ways for pupils to catch up following absences. Pupils who have been absent are welcomed back into school.

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4.2 Admissions register and attendance register

The law

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils (regardless of their age) must be placed on both registers. The admission register must contain the personal details of every pupil in the school, along with the date of admission or re-admission to the school, information regarding parents and carers and details of the school last attended.

Expected First Day of Attendance

Schools must enter pupils on the admission register and attendance register from the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. For most pupils the expected first day of attendance is the first day of the school year. If a pupil fails to attend on the agreed or notified date, the school must establish the reason for the absence and mark the attendance register accordingly.

Deletions from the Admission Register

A pupil can only lawfully be deleted from the admission register on the grounds prescribed in regulation 8 of the Education (Pupil Registration) (England) Regulations 2006. These are to be found in Appendix 1. All academies should establish and record the onward destination of any pupil who is being deleted from the admission roll.

Informing the local authority

Academies must inform their local authority of any pupil who is going to be deleted from the admission register where they are about to remove a pupil's name from the school admission register under any of the fifteen grounds listed in the regulations. This duty does not apply when a pupil's name is removed from the admission register at standard transition points – when the pupil has completed the final year of education normally provided by that school – unless the local authority requests that such returns are to be made.

Attendance register

It is a legal requirement of schools to take the attendance register at the start of the first session of each school day and once during the second session. On each occasion they must record whether every pupil is:

- Present;
- Attending an approved educational activity;
- Absent; or,
- Unable to attend due to exceptional circumstances.

4.3 Vulnerable groups

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Children Missing Education

Children missing education (CME) are at significant risk of underachieving, being victims of abuse, exploitation, radicalisation, and becoming NEET (not in education, employment or training) later on in life. Academies have safeguarding duties in respect of their pupils, and as part of this should investigate any unexplained absences. GAET academies comply with the local authority in respect of informing the LA of the details of pupils who are regularly absent from school or have missed 10 school days or more without permission. It is also important that pupils' irregular attendance is referred to the authority, particularly if the school believes it may be necessary to consider prosecution.

If the academy cannot determine the destination of a pupil, it should note the attendance and admissions register to this effect. Before removing a pupil from the school roll and informing the LA, the Principal must ensure the following steps have been taken:

- All internal school records have been checked to establish the whereabouts of the pupil.
- Emergency contacts have been contacted by phone calls, home visits and letters
- Family/relatives known to the school have been contacted, who may not be on the emergency contact list
- The school staff has been asked if they have any information
- Any other agency with involvement has been contacted

In making the decision about removing a pupil from the school's admission register, schools must refer to the Statutory Instrument 2006 No. 1751 EDUCATION, ENGLAND, The Education (Pupil Registration) (England) Regulations 2006. The LA must be informed of any pupil deleted from the register, other than at the normal time of leaving the school.

Fabricated or Induced Illness (FI)

Absences from school are common and occur for many reasons including legitimate medical and hospital appointments. Concerns that a child's illness may be fabricated or induced are most likely to come from health professionals. However, any agency in contact with a child may become concerned, for example education staff where a child is frequently absent from school on questionable health grounds or nursery staff may not observe fits in a child who is described by a parent to be having frequent fits etc.

If fabricated or induced illness by a carer is suspected, schools should verify the reasons for the child's absences. They should also determine whether reported illness is being used by the child, for example, to avoid unpopular lessons or being bullied. Such concerns should not be dismissed.

The presenting signs and symptoms need careful evaluation for a range of possible causes. Professional must remain open minded to all possible explanations. The

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following are indicators that should alert any professional to concerns that a child is suffering, or at risk of suffering significant harm, as a result of having Illness Fabricated or Induced (FII) by their carer:

- A carer reporting symptoms and observed signs that are not explained by any known medical condition;
- A carer reporting to professionals that a diagnosis has been made by another professional when this is not true, and giving conflicting information to different professionals;
- Missed appointments especially if the appointments are not leading in the desired direction for the carer;
- Physical examination and results of investigations that do not explain symptoms or signs reported by the carer;
- The child having an inexplicably poor response to prescribed medication or other treatment, or intolerance of treatment;
- Acute symptoms that are exclusively observed by/in the presence of the carer;
- On resolution of the child's presenting problems, the carer reporting new symptoms or reporting symptoms in different children in sequence;
- The child's daily life and activities being limited beyond what is expected due to any disorder from which the child is known to suffer, for example, partial or no school attendance and the use of seemingly unnecessary special aids;
- Objective evidence of fabrication - for example, the history of events given by different observers appearing to be in conflict or being biologically implausible;
- The carer expressing concern that they are under suspicion of FII, or relatives raising concerns about FII;
- The carer seeking multiple opinions inappropriately.

In cases of suspected FII, discussing concerns with parents or carers prior to making a referral may place the child at increased risk. It is in the child's best interest that the parents/carers are not informed of the referral at this stage. A multi-agency decision of when and how parents will be informed of concerns will be made at a strategy meeting. An Individual Health Plan will provide invaluable evidence.

If you are concerned about FII, In Tameside, you should consult with Public Service Hub. In Rochdale consult Children's Social Services.

4.4 Following up absences

GAET academies follow up all absences on the first day.

Absences are followed up to:

- Ascertain the reason;
- Ensure the proper safeguarding action is taken;
- Identify whether the absence is approved or not;

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- Identify the correct national code (to be found in School attendance - Departmental advice for maintained schools, academies, independent schools and local authorities, DfE 2014) to use before entering it on to the school's electronic register, or management information system which is used to download data to the School Census;
- Support a swift return to school.

Each academy's procedure for registering attendance/absence and following up absence can be found in the appendices.

4.5 Persistent absence (PA)

Pupils categorised as being persistently absent are absent from school for more than 10% of the available sessions for **whatever reason**. A child who is persistently absent will be missing approximately four weeks or more of school a year. In the vast majority of cases, the higher a pupil's absence rate, the greater negative effect on achievement. GAET academies have a range of escalations in place to follow up pupils who are persistently absent, as described in the school appendices.

4.6 Attendance in the early years

GAET recognises that children with poor attendance in the Early Years have little chance of catching up missed learning and socialisation with their peers. It is known that regular school attendance in these early years is crucial for a child to adopt positive attendance and punctuality habits and routines for future learning. Procedures in GAET academies for the under 5s are expected to be in line with those for children of statutory school age, with the exception of legal sanctions.

4.7 Present at school, authorised and unauthorised absences

Present at School

Pupils must not be marked present if they were not in school during registration. If a pupil were to leave the school premises after registration they would still be counted as present for statistical purposes.

Registration Code / \: Present in school / = am \ = pm

Present in school during registration.

Code L: Late arrival before the register has closed

Parents are expected to ensure that their child is punctual for school. If a child arrives late, they miss valuable teaching and often feel embarrassed. Poor punctuality can lead to underachievement, poor self esteem, absence and safeguarding issues.

Government guidelines, adhered to by GAET academies, state that schools should plan to close registers no later than 30 minutes after the register has been taken. Children arriving after that period usually receive an absence mark for the morning they have missed (U). Parents of pupils who are frequently late after the close of the register and incur 'U' codes can be at risk of prosecution from the LA (Penalty notice

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finances or court proceedings). On arrival after the close of register, pupils should register immediately at the school office in order to meet health and safety regulations.

Code B: Off-site educational activity

For pupils who are present at a supervised educational activity that is off-site and approved by the school. Schools should ensure that they have in place arrangements whereby the provider of the alternative activity notifies the school of any absences by individual pupils. The school should record the pupil's absence using the relevant absence code.

Code D: Dual Registered - at another educational establishment

The law allows for dual registration of pupils at more than one school. This code is used to indicate that the pupil was not expected to attend the session in question because they were scheduled to attend the other school at which they are registered temporarily.

The main examples of dual registration are pupils who are attending a Pupil Referral Unit, education on a hospital ward or a special school on a temporary basis. The temporary school should only record the pupil's attendance and absence for those sessions that the pupil is scheduled to attend their school. The base school should record the period as D's.

Code J: At an interview with prospective employers, or another educational establishment

This code will be used to record time spent in interviews with prospective employers or another educational establishment. School should be satisfied that the interview is linked to employment prospects, further education or transfer to another educational establishment.

Code P: Participating in a supervised sporting activity

This code will be used to record the sessions when a pupil is taking part in a sporting activity that has been approved by the school and supervised by someone authorised by the school.

Code V: Educational visit or trip

This code will be used for attendance at an organised trip or visit, including residential trips organised by the school, or attendance at a supervised trip of a strictly educational nature arranged by an organisation approved by the school.

Code W: Work experience

Work experience is for pupils in the final two years of compulsory education. School will ensure that they have in place arrangements whereby the work experience placement provider notifies the school of any absences by individual pupils. Any absence will be recorded using the relevant code.

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Absent from school**Code C: Leave of absence authorised by the school**

Only exceptional circumstances warrant leave of absence. School will consider each request individually taking into account the circumstances.

Code E: Exclusion

If the exclusion is less than 5 days the pupil will be marked as authorised absence in the attendance register using Code E. Where alternative provision is in place after 5 days the registers will be marked using the appropriate attendance code (B) which counts as a present mark.

Code F: Extended family holiday authorised by the school / Code H: Family holiday authorised by the school

Amendments to the 2006 regulations, which came into force on 01 September 2013, removed references to family holiday and extended leave. Government recommendations are that parents should not take their children on holiday during term time as it is stressed that schools are closed for 13 weeks a year and parents have 175 days in which to take holidays outside of school hours. Therefore, in line with this advice no GAET principal will authorise any holiday unless there are exceptional circumstances, due to the negative impact on learning. Any parent wishing to request authorised family holiday must do so in writing, 10 school days in advance, clearly stating the exceptional circumstances which they wish the school to consider.

Code G: Family holiday not authorised by the school or in excess of agreed period

See above (F and H). In line with this advice no GAET principal will authorise any leave of absence for holiday unless there are exceptional circumstances, due to the negative impact on learning.

Code I: Illness (not medical or dental appointments)

Parents are requested to advise the school by telephone on the first day of absence and provide an explanation and an expected return date. The procedure for notifying the school can be found in the academy appendix. Parents may be asked to provide medical evidence for the head teacher to consider based on current or previous attendance and/or where there are frequent absences due to reported illness. Medical evidence may sometimes take the form of prescriptions, appointment cards, etc. rather than doctors' notes.

Code M: Medical or dental appointments

Parents are requested to make medical and dental appointments outside of the school day in order to cause minimal disruption to learning. Where this is not possible, the pupil should only be out of school for the minimum amount of time necessary for the appointment and either attend before or after the appointment unless there is evidence to state the child is unfit for school. Parents are requested to provide evidence of appointments.

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Code N: Reason for absence not yet provided

Schools will follow procedures to ascertain reason for absence from parents if the parents have not offered an explanation. When the reason for the pupil's absence has been established the register will be amended accordingly.

Code O: Absent from school without authorisation

When an explanation offered for absence is not accepted by school as satisfactory the school will record the absence as unauthorised. Unauthorised absence could result in legal action being initiated by the Local Authority.

Code R: Religious observance

All requests for absence will be considered on an individual basis dependent on the type of religious observation or celebration and the amount of time requested.

Code S: Study leave

Study leave should be used very sparingly and only granted to year 11s during examinations. The Trust's recommended practice is that study leave should not commence until all examinations for an individual pupil are over. Provision should be made available for pupils who want to come into school to revise. Study leave is recorded as an authorised absence.

Code T: Gypsy, Roma and Traveller absence

The expectation for the attendance of Traveller children, as with all children, is to attend school regularly and frequently. Children who are not travelling are expected to register at a school and attend school regularly and punctually.

If the Pupil's family are known to be travelling for a specified period of time and are not attending educational provision (at a school or other provider), the absence can be authorised and recorded using code T.

To help ensure continuity of education for children who are absent from their base school travelling through parental work commitments, dual registration may be considered. If the pupil is known to be dual registered at another school during the period, attendance can be recorded using code D until the child returns.

A school cannot remove a child from the school roll while they are travelling if their whereabouts are known and a return date has been provided. If a child fails to return on their agreed date with no contact the school must notify the LA as soon as possible. Should the school or the LA fail to locate the family after 20 days the child can be removed from the school roll in line with LA CME procedures.

Code U: Arrived in school after registration closed

Schools will actively discourage late arrival, be alert to patterns of late arrival and seek an explanation from the parent and when appropriate the child. Frequent lateness of pupils can provide grounds for prosecution of parents.

Code X: Not required to be in school

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This code is used to record sessions that non-compulsory school age children are not expected to attend.

Code Y: Unable to attend due to exceptional circumstances

This code can be used where a pupil is unable to attend school because:

- The school site, or part of it, is closed due to an unavoidable cause; or
- The transport provided by the school or a Local Authority is not available and where the pupil's home is not within walking distance; or
- A local or national emergency has resulted in widespread disruption to travel which has prevented the pupil from attending school.

Other codes

Code Z: Pupil not on admission register

This code is available to enable schools to set up registers in advance of pupils joining the school to ease administration burdens. Schools must put pupils on the admission register from the first day that the school has agreed, or been notified, that the pupil will attend the school.

Code #: Planned whole or partial school closure

This code should be used for whole or partial school closures that are known or planned in advance such as: between terms; half terms; occasional days (for example, bank holidays); weekends (where it is required by the management information system); up to five non-educational days to be used for curriculum planning/training; and use of schools as polling stations.

Schools and local authorities can agree to set different term dates for different year groups – e.g. for 'staggered starts' or 'induction days'. Code # can be used to record the year group(s) that is not due to attend. This is only acceptable where the school ensures that those pupils not attending on that day are still offered a full education over the school year.

4.8 Part time timetables

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances GAET recognises that there may be a need for a temporary part-time timetable to meet a pupil's individual needs. For example where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package. A part-time timetable must not be treated as a long-term solution. Any pastoral support programme or other agreement must have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision.

In agreeing to a part-time timetable a school has agreed to a pupil being absent from school for part of the week or day and therefore must record it as authorised absence.

4.9 Pupils educated off site

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In the case of pupils educated off-site, for example, pupils on college placements or work experience, it is the responsibility of each academy to establish procedures for following up absences. These are detailed in academy appendices.

4.10 The use of legal sanctions

When a pupil is absent from school an explanation will be required. School will speak with the parent to ascertain the reason and offer appropriate support and advice where appropriate. Where these interventions fail to bring about an improvement in attendance, the Pupil Welfare Service will be notified and legal action in the Magistrates' Court may be taken after a period of intervention. The school may be required to provide the Local Authority with evidence for a prosecution and may be asked to appear as a prosecution witness.

Section 444 (1) or 1 (A) of the Education Act 1996 states that if a parent fails to ensure the regular school attendance of their child if they are a registered pupil at a school and are of compulsory school age, then they are guilty of an offence. A parent found guilty of this offence can be fined up to £2500 and / or be imprisoned for a period of up to three months.

Alternatives to Section 444 (1) or 1 (A) prosecutions are Penalty Notices or an Education Supervision Order.

Parenting Contracts (Anti Social Behaviour Act 2003)

A Parenting contract is a voluntary agreement between school and the parent. It can also be extended to include the child and any other agencies offering support to resolve any difficulties leading to improved attendance. The contract will outline attendance targets and will detail agreed actions that will help to achieve the target. The contract will be reviewed regularly. The contract can be used as evidence in a prosecution should parents fail to carry out agreed actions.

Penalty Notices (Anti Social Behaviour Act 2003)

Penalty Notices will be considered when:

- A pupil is absent from school due to unauthorised leave during term.
- A pupil has accumulated at least 10 sessions of unauthorised absence and further unauthorised absence, taking the pupil up to more than 20 sessions of absence, has occurred following a written warning to improve.

A Penalty Notice Warning issued for unauthorised absence allows the parent the opportunity to improve their child's attendance. If attendance improves with no unauthorised absences during the specified period, no further action will be taken at that point. However, if attendance fails to improve within that period a Penalty Notice will be issued. Parents must, from 1 September 2013, pay £60 within 21 days or £120 within 28 days. This brings attendance penalty notices into line with other types of penalty notices and allows Local Authorities to act faster on prosecution. Failure to pay the Penalty Notice may result in a prosecution under Section 444 (1) of the Education Act 1996. Penalty Notices will be used in accordance with Tameside's

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guidance. Penalty Notice Warning letters can be issued as many times as required in an academic year whereas fines can only be issued twice at which point legal proceedings should be considered.

Penalty notices for holidays in term time will be issued in line with relevant LA guidance.

Education Supervision Order (ESO)

Before initiating a prosecution under section 444(1) or (1)(A) of the 1996 Education Act, a Pupil Welfare Officer will consider whether it is appropriate to apply for an ESO under section 36 of the 1989 Children Act to the Family Court. The purpose of an ESO is to place a child/young person who is not being properly educated under the supervision of the Local Authority as opposed to the parent having full responsibility for the choices regarding their child’s education. The ESO is usually granted for a period of up to 12 months at a time. Social Care are consulted through this process and if an ESO fails to bring about a positive change an assessment is generally carried out with the family.

6 ROLES AND RESPONSIBILITIES

Ensuring children and young people attend school is **everyone’s** responsibility.

Trust Board

- Ensures all academies have an admission register and an attendance register;
- Receives overall and persistent absence figures for each academy three times a year.

Local Governing Body

- Ensures this policy and the related appendices are implemented and effective;
- Ensures there is a nominated SLT lead for attendance;
- Receives regular absence information and reports;
- Ensures staff are appropriately trained;

Principal

- Reports pupil absence information to governors;
- Reports to governors on staff training relating to pupil absence;
- Ensures this policy and the related appendices are implemented by staff.
- Ensures the accurate completion of admission and attendance registers.
- Ensures appropriate follow-up occurs for absent pupils in order that they are safeguarded and return to school as quickly as possible.

Staff members

- Complete attendance registers in accordance with legal requirements;
- Encourage pupils to attend regularly and on time;
- Welcome pupils back after an absence;

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- Help pupils catch up following periods of absence;
- Provide suitable work for absent pupils on request, where the absence is authorised.

Nominated staff members

- Arrange staff training;
- Arrange programmes to promote and improve attendance;
- Develop and implement rewards strategies to recognise good and significantly improved attendance;
- Analyse absence data to identify trends, vulnerable pupil groups and individuals and plan subsequent action;
- Screen registers;
- Meet with parents of pupils for whom there are absence concerns;
- Make home visits;
- Plan appropriate interventions;
- Liaise with other agencies;
- Initiate legal sanctions.

Pupils

- Attend school every day;
- Attend punctually;
- When an absence is unavoidable, return to school as soon as possible;
- Catch up on work after absences;
- Have sensible routines at home, for example, bed time, homework.

Parents

- Perform their legal duty by ensuring their children of compulsory school age who are registered at school attend regularly;
- Inform the school as soon as possible of any unavoidable absence;
- Encourage and support their child(ren) to attend school every day and on time;
- Encourage routine at home, for example, bed time, homework;
- Work with the school to improve their children’s attendance where this is a cause for concern;
- Ask school for help if they or their child(ren) are experiencing difficulties;
- Arrange non-urgent medical appointments out of school time;
- Do not take holidays in term time.

7 LINKS TO OTHER POLICIES

This policy should be read in conjunction with national and local guidance and the following GAET/Academy policies:

Safeguarding and Child Protection policy

Supporting pupils with medical conditions policy

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Behaviour Policy
 Admissions Policy
 Staff Disciplinary Policy
 Anti-bullying policy
 Staff attendance policy

8 SOURCES CONSULTED

- School attendance - Guidance for maintained schools, academies, independent schools and local authorities, DfE September 2018
- Children missing education Statutory guidance for local authorities September 2016
- The Education Act 1996 - sections 434(1)(3)(4)&(6) and 458(4)&(5)
- The Education (Pupil Registration) (England) Regulations 2006
- The Education (Pupil Registration) (England) (Amendment) Regulations 2010
- The Education (Pupil Registration) (England) (Amendment) Regulations 2011
- The Education (Pupil Registration) (England) (Amendment) Regulations 2013
- Tameside CME policy 2016
- Rochdale CME guidance
<http://www.rochdale.gov.uk/pdf/Children%20Missing%20Education%20Protocol%20-%2008%202014.pdf>
- Anti Social Behaviour Act 2003
- DfE guidance on FII:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf
- GM guidance on FII:
http://greatermanchesterscb.proceduresonline.com/chapters/p_fab_ind_illness.html
- NICE guidance on child maltreatment:
<https://www.nice.org.uk/guidance/cg89>

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GAET Attendance Policy

Appendix 6

Silver Springs Academy

Staff roles

Deborah Mason, Principal
 Carolyn Hadfield, Family Co-ordinator
 Nicola Burton, Office Manager
 TBC, Link Governor for Attendance

Where parents can find info on school term dates

School Website
 Face book page
 Paper copies from the school Office

School day timings and close of register timings

Nursery am 8.45am to 11.45am
 Nursery pm 12.15pm to 3.15pm
 Reception to Y6: 8.55am to 3.15pm
 Registers close at 9.25am and 1.30pm

Promoting good and improved attendance

Initiatives include:

Weekly

- Never absent, never late reward of £5 plus a certificate
- Class attendance award for classes with 100% weekly attendance
- Breakfast club
- Early morning clubs
- After school clubs
- Student helpers

Termly

- Attendance letters (see appendix 5)
- Certificates
- Award termly for 100% attendance
- Positive postcards
- Monitoring through monthly attendance reviews
- Attendance discussion at parent partnership meetings
- Mid- year report on attendance

Annually

- Class with best attendance trip
- Certificates for commitment to attendance in annual awards ceremony
- Certificates and prize draw for 100% attendance
- 99% attendance award
- Non uniform day for 100% attendance

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- Academic report includes attendance report

Registration procedures

- The administration department supplies each teacher with a daily register at 08.45 a.m.
- The Teacher then takes the register at 08.55 a.m.
- The completed registers go back to the office manager.
- This is repeated in the afternoon

Late procedures

- Every morning, all routes into the school building are open until 9 a.m.
- At this time, all access routes are locked except the main, front entrance.
- This forces all late pupils past the administration office, so their arrival can be duly noted.
- The Attendance Assistant looks at the registers daily and follows up on absence or regular lateness.
- The Attendance Assistant highlights to the Family coordinator any vulnerable children absent or patterns in absence
- The family coordinator meets with parents both in informal and formal meetings.
- The family coordinator attends case conferences and works regularly with other agencies, for example social care, health and Inspire.

First day absence procedures

- If a child has not arrived at school, the administration department sends out a text to the parent/s. The majority of parents respond to this text or, the child arrives late for school. This action is also recorded in a log.
- If the child does not arrive after the first text or the parent has not responded to the first text, a second text is sent out at lunchtime.
- If a child does not attend following the two texts, an unauthorised absence mark is recorded and the family coordinator is informed.

Follow up procedures (including escalation and multi agency involvement)

- Each week the attendance assistant prints off the whole school's analysis on lateness and absence to discuss with the assistant principal.
- If a child's attendance falls to 90% or less a letter is sent to the parents, signed by the principal, the Safeguarding lead for the school.
- GAET has a form for parents to use if they intend to take their child out of school during term time and the school is proactive in chasing the reasons up. Parents sign a disclaimer which states that they understand about possible fines for holidays in term time. The decision to authorise or not is the principal's.
- The family coordinator meets regularly with parents both in informal and formal meetings regarding persistent absence. She attends case conferences

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and works regularly with other agencies, for example social care, health care and inspire.

- If the school's administration department or a teacher is at all concerned for a child, the family coordinator will go out and meet the parents.
- The school will make use of the full range of penalty warning and penalty notices and if problems persist will escalate continued persistent absence to Legal proceedings.
- Major concerns will be escalated including the involvement of other agencies e.g. CSC, TFT.

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